DOCUMENT RESUME

ED 232 884 SE 042 782

AUTHOR Miller, Judy
TITLE Identification of Outdoor Education Facilities Utilizing Wildlife Rehabilitation as an Educational Tool: Comparison of Administrative Characteristics.
PUB DATE 82
NOTE 59p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Curriculum Guides; *Educational Facilities; *Educational Objectives; Environmental Education; Facility Case Studies; Facility Utilization Research; *Financial Support; *Outdoor Education; Personnel; *Program Administration; Questionnaires; Teaching Methods; Training Methods; *Wildlife
IDENTIFIERS Environmental Education Research

ABSTRACT

Similarities and differences between outdoor education facilities using wildlife rehabilitation as an educational tool were examined. Data on funding sources, type and amount of public served, use of curriculum guides, statement of goals/objectives, and staff characteristics were obtained from questionnaires sent to 69 facilities. Findings indicate many similarities between the 43 facilities which returned completed questionnaires. Among these findings are those indicating: that most programs have been in operation for 7 years and use gifts as some portion of their budget; that although adults were the most frequently addressed, school groups between grade school and college were also highly marked; that only 9 (25 percent) of facilities implement a curriculum guide; that 30 (86 percent) have stated goals and objectives; that the most widely used evaluation scheme was use of informal comments from program participants and self-evaluation by the presenter; and that the majority of facilities utilized volunteers as both wildlife caretakers and educators. Even though the complexity and operation size of these facilities may vary drastically, these similarities emphasize the facilities' recognition of the need to provide care for wildlife and public education to cease inhumane behavior toward living creatures. (JN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232884

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

IDENTIFICATION OF OUTDOOR EDUCATION FACILITIES UTILIZING WILDLIFE REHABILITATION AS AN EDUCATIONAL TOOL: COMPARISON OF ADMINISTRATIVE CHARACTERISTICS

By Judy Miller

C10E 530
Northern Illinois University
December 5, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Judith K. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SE042782

ACKNOWLEDGEMENT

The author would like to express her thankfulness to all those who aided her in this study:

To Dr. Robert Vogl for his willingness to accept the need for a study such as this and his assistance in its completion.

To Mr. William Dragon for his helpfulness in the analysis of the data and for noting suggestions for corrections.

To Mr. Harvey Webster for providing the inspiration for this study.

To all those wildlife rehabilitators who provided the means for this study's completion, their time is much appreciated.

To the Taft Campus Staff, especially Bert, Judy, John and Gail, for providing the secretarial insight and services and the willingness to listen.

TABLE OF CONTENTS

	Page
Acknowledgement	i
List of Tables	iv
List of Graphs	v
Introduction	
Statement of the Problem	1
Hypothesis	1
Significance of the Problem	2
Definitions	2
Limitations	3
Review of Related Literature	
Development of Wildlife Rehabilitation	3
Wildlife - Education - Value Clarification	5
Dealing with Negative Attitudes	9
Lack of Adherance to Humane Education Mandate	10
Summary	11
Design of Study	
The Sample	13
The Survey	13
Method for Data Analysis	13
Presentation and Analysis of Data	
Facilities Operating Wildlife Rehabilitation Programs	14
Length Programs have been in Operation	14
Sources of Funding	15
Programs Used as an Educational Tool	15
Type and Amount of Public Served	16
Programs Utilizing Curriculum Guides	16
Program Stated Goals and Objectives	17
Evaluation of Goals and Objectives	17
Staff Characteristics: Type, Background and Public Interaction	17
Summary and Conclusion	
Restatement of the Problem	24
Summary of Procedures	24
Principal Finds and Conclusions	24
Recommendations for further study	26

	Page
Literature Cited	28
Appendix A	
Conservation and Environmental Organizations Contacted	30
Letter of Request	32
Appendix B	
Wildlife Rehabilitation Centers	33
Appendix C	
Cover Letter	39
Wildlife Rehabilitation and Education Survey	40

LIST OF TABLES

TABLE		Page
I.	The Kohlberg Model of Moral Development and Endangered Species	6
II.	Topic Areas of Curriculum Guides and Frequency Responded	18
III.	Goals and Objectives and Frequency Responded	19
IV.	Categories of Staff Working with Wildlife	20
V.	Personal Training for Work	22
VI.	Training Programs Facilities Provide Staff	23

LIST OF GRAPHS

Graph		Page
I.	Years programs have been in operation	42
II.	Wildlife rehabilitation program funding sources	43
III.	Frequency of populations served by wildlife rehabilitation program	44
IV.	Number of people served per month	45
V.	Number of people served per year	46
VI.	Evaluation process for Goals and objectives	47
VII.	Facilities utilizing staff-public interactions	48

INTRODUCTION

Statement of the Problem

This research was designed to determine whether outdoor education facilities exist which incorporate wildlife rehabilitation as an educational tool. If this initial problem was found to be evident then a list would be compiled. Those facilities identified would then be compared for similarities regarding funding, type and amount of public served, usage of curriculum guides, goals and objectives and personnel characteristics.

Hypothesis

Concerning those items to be compared, this study sought to prove the following:

1. There are outdoor education facilities which have an educational program involving wildlife rehabilitation. A list will be compiled.
2. Funding for these programs is supplied through gifts.
3. Elementary school children constitute the major catagory addressed by these programs.
4. Those facilities using wildlife rehabilitation as an educational tool utilize a curriculum guide and the content covered in these guides are similar from facility to facility. Common objectives such as:
    A. Building an appreciation for wildlife and their place in the environment.
    B. Procedures involved when discovering an injured animal.

5. There exists common goals and objectives which these facilities strive to meet.
6. The majority of staffing for these programs are by volunteer help and most volunteers will have little background for the job. The staff work with the public providing education through demonstrations/lectures and answering questions.
7. Personnel in these programs undergo specific training to participate in the rehabilitation and education process.

Significance of the Problem

By combining wildlife rehabilitation and outdoor education, the public is made aware of their responsibility to wildlife. A compiled list of facilities using wildlife rehabilitation as an educational tool is beneficial to educators wishing to employ this type of humane education in their curriculum. Through a survey of existing programs, educators will have available administrative similarities useful for implementing their own programs and designing further such studies.

Definitions

Wildlife Rehabilitation - the process of caring for an orphaned or injured wild animal and preparing it for survival in it's natural environment.

Outdoor Education Facilities - those sites which employ the out-of-doors as an educational tool, be they nature centers, zoos, schools or resident education programs.

Injured or Orphaned Wildlife - Animals not normally found in domestic roles that have been rescued from a believed to be death resulting situation in the wild.

Humane Education - "The teaching of principles of justice, good will, and respect for all living creatures."[1]

Limitations

Due to the lack of written information specifically pertaining to this study, the related literature summarized will, in a general way, relate to the use of animals in the educational process.

Since a list of total wildlife rehabilitation facilities is not possible in the time period of this study, the samples used are not truly random and therefore the discussion and conclusions of this study pertain only to those which participated in the survey.

Review of Related Literature

Development of Wildlife Rehabilitation

Three factors have been observed which contributed to the growth of wildlife rehabilitation in the United States. During the late 1950's and into the 1960's scientists began to notice sharp declines in predatory bird populations. Research provided evidence of serious hazardous effects to wildlife from the wide use of pesticides such as DDE and DDT. As people sought to aid bald Eagles, Peregrine Falcons and Ospreys, public interest and participation grew. However, the widespread knowledge of wildlife surgery, care and release was not present. This lack of knowledge was evident again a few years later as people tried to rescue birds from oil spills. Basic needs such as food, temperature and handlings were not known by rescuers and many birds died from shock and lack of proper handling. The inability to adequately care for injured wildlife provoked scientists and lay men to more intensely study wildlife and their needs.

A final and more prevalent factor leading to the advancement of wildlife rehabilitation is correlated to the migration of people out of the cities. As the influx of population to rural areas increased, wildlife habitats are

lost to building complexes and roadways. Some animals never successfully adapt to this displacement and are often found flying into picture windows and running across busy highways.

Other wildlife try to adjust to the loss of habitat by utilizing man made structures. Humane shelters and game wardens receive an overwhelming amount of calls to remove animals from garages, chimneys and basements. Many people try to rid their homes of these animals themselves and are left with a litter of orphans. Often, due to ignorance, these orphans may suffer as the foster parents try to feed them inadequate food, fail to keep them warm and dry or are unaware of the necessity to stimulate young for urination.

Each of the above factors have played a major role in the widespread establishment of wildlife rehabilitation centers. A survey conducted in California identified over 100 organizations and individuals rehabilitating wildlife. "Nathan Kraucunas of the Milwaukee Public Museum gathered names of 900 groups and individuals nationwide."[2] These facilities must, however, not only rehabilitate the wildlife, but also must educate the public of their role in wildlife care. The Michigan Wildlife Health Organization is taking major steps toward educating the public on wildlife care. It is their desire "to develop and gather authoritative facts and methods to be assembled in a Wildlife Treatment Manual and a Wildlife Caretaker Manual, which will help all persons who are confronted with the problems" of rehabilitating wildlife.[3]

The Mighican Wildlife Health Organization believes that wildlife rehabilitation is a public service. Some of the services it seeks to provide include: furnish information to students and the general public about how

to aid wildlife in trouble, and supplying general and specific medical wildlife information and assistance to facilities. This assistance could lead to "creating and/or maintaining quality wildlife programs for educational and public needs."[4]

Wildlife - Education - Value Clarification

In a study concerning the use of wildlife to teach values, LaHart and Tillis state that "wildlife can be used as an effective tool to help people to actually make decisions about their relationships to other biotic species in the ecosystem."[5] Using wildlife to teach certain topics and values can be classified as an area of humane education. "Basically humane education involves the teaching in the schools of the principles of justice, good will, and respect for all living creatures. Compassion toward other creatures is commonly looked on as basic to the intellectual, emotional, social and spiritual development of the child."[6] Charlotte Baker Montgomery lists in her study three basic principles which humane educators should attempt to develop in their students:

1. Practice the Golden Rule: treat wildlife as we would like to be treated if we were them.

2. Respect animals: do not fear them - animals who live apart from us are "free" not "wild". Each living creature is a unique representation of life, and has a right to live undisturbed and protected as far as possible within a system occupied by other creatures, who also have a right to live and be respected.

3. Take care of domestic animals: It is we who created this state of domestication for many animal species. These animals' right to care is

TABLE I

The Kohlberg Model of Moral Development and Endangered Species

LEVEL	BASIS OF MORAL JUDGMENT	DEVELOPMENTAL STAGE	EXAMPLE
I	Moral values reside in external happenings; based on needs rather than persons or standards.	Stage 1. Obedience & Punishment orientation. Objective responsibility.	1. I want to be loved by my mother who is worried about endangered species, or; I feel we should help the alligator because if we don't the deteriorating Everglades environment will hurt me.
		Stage 2. Naively egotistic orientation. Actions satisfying to self and occasionally others.	2. I want to save the indigo snake because when I want one for a pet, I can go out and catch one, or; I want to protect the ivory billed woodpecker because someday I might be able to get one on my life list.
II	Moral values reside in doing good or right things, in maintaining conventional order and the expectancies of others.	Stage 3. Good-boy orientation. Conformity to images of majority; judgment by intentions.	3. If I help endangered species, people will like me, or; It's a class project and I want to fit in. Everyone is doing it.
		Stage 4. Authority and social order orientation. "Doing duty." Regard for the earned expectations of others	4. The President says it's good to preserve endangered species, or; They are God's creatures and we should preserve His creatures.
III	Moral values reside in conformity by the self to shared or sharable standards, rights, or duties.	Stage 5. Contractual legalistic orientation. Duty defined in terms of contract and the right of others.	5. A large number of people in the community feel their life will be less human without many of the animals of the earth, Therefore, it is my obligation to work for the preservation of these animals to help my brothers be humanists.

LEVEL	BASIS OF MORAL JUDGMENT	DEVELOPMENTAL STAGE	EXAMPLE
		Stage 6. Conscience or Principle orientation. Mutual respect and trust.	6. We should help preserve endangered species just because they are fellow passengers on Spaceship Earth.

Modified from Kohlberg (1968)[8]

all the more valid, since they, in no way, created the condition which makes it necessary to care for them.[7]

LaHart and Tillis delve into the more psychological aspect of humane and environmental education than Montgomery. By equating Holberg's model of moral development and man's relationship with endangered species (see Table 1), they emphasize the importance of humane education in a child's development. Because endangered species create curiosity toward animals in trouble, they are extremely favorable in regards to humane education. LaHart and Tillis note that endangered species can "reflect the condition of our environment and, to many, reflect the quality of life itself. By teaching about endangered species, educators are teaching about life, ethics and being human."[9]

Using endangered animals should not be exclusive. Instead, the advantages include, not only wildlife in trouble, but all wildlife. Hernbrode agrees with LaHart and Tillis in regards to using animals as a teaching tool. However, he recognizes the motivation possibilities that exists when using animals. In his study he states that "this interest in animals can be used to teach and motivate - not only to the benefit of wildlife, but to the betterment of the total environment, and thereby, the wellbeing of man."[10] This issue of motivation was addressed by Tamir and Sever too, except they also observed the possibility of increasing the student's "efficiency in learning and retention "[11] by using animals to teach.

By emphasizing that curiosity is the starting point for inquiry, LaHart and Tillis highlight the importance and potential of using wildlife as an educational teaching tool. This "inquiry about the moral, social and ecological implications of values and the critical examination of these decisions is a major goal of environmental education."[12]

When attempting to change or clarify values, one must be aware that a rapid change rarely occurs. Often people who deal with wildlife rehabilitation serve two totally different realms of public moral development. One involves the "young people who are being prepared for a future role in society and have emerging values. The other refers to the mature members of society who have already formulated and established their values."[13] The process of formulating and/or changing existing values is only achieved through the slow process of education.

Dealing with Negative Attitudes

Tamir and Sever dealt with an aspect of education concerning the development of negative attitudes. They address the possible surfacing of negative and positive attitudes toward wildlife, and pinpoint how the educator may deal with this situation. Some attitudes that may develop include:

Positive

1. Care and responsibility toward living animals
2. Respect and empathy for animals
3. Humanitarian treatment of animals
4. Appreciation of the beauty of animals and their role in nature
5. Improvement of relationships among students which is a result of developing positive attitudes toward animals

Negative

1. Avoidance of unpleasant or "ugly" animals
2. Cruelty or inhumane treatment of animals[14]

To avoid the development of negative attitudes, the educator must be capable of conducting constructive "discussion of important issues related to the use of live animals by students."[15] Discussions may help students to

adopt "positive attitudes toward live animals and to refrain from unnecessary cruelty."[16]

Lack of Adherance to Humane Education Mandate

Curriculum development of humane education is mandatory in twenty-three states: Alabama, Connecticut, California, Florida, Georgia, Illinois, Indiana, Louisana, Massachusetts, Maine, Michigan, North Dakota, New Mexico, New Jersey, New York, Oregon, Pennsylvania, South Dakota, Texas, Utah, Washington, Wisconsin and Wyoming. A study conducted in 1974 by The Humane Society indicates that this mandate is widely ignored. One possible explanation for the lack of adherence is the feeling that there are no curriculum materials available and no clear-cut definition of humane education.[17] However, as was previously noted, Michigan has implemented a program to utilize wildlife rehabilitation to teach the public.

Although literature on this subject is limited, three programs were reviewed. Utilizing an interdisciplinary approach with an emphasis on active student involvement, the first, by Zipho, is made up of many mini-courses. One of the mini-courses described included a visit from a "specialist in hawk and owl rehabilitation to discuss his work caring for animals that have been mistreated by humans."[18] The specialist brought some of his wards with him to the school and invited the students to visit his facility.

A different approach by Hoffman and Ritrovato involves the publication of teacher guides. Their goals for the guides were to instill "the realism of the life and death struggles wild creatures experience and to develop positive attitudes toward wildlife and the environment."[19] By using basic ecological principles and value clarification they strive to meet these goals.

Finally, in Hernbrode's Multidisciplinary Wildlife Teaching Activities, he summarizes his attempt to use wildlife to teach humane values by stating the following goals:

1. Children should develop understanding of the basic functions of nature. They need to learn that things don't "just happen".

2. Students should be led to develop interests in living things that carry over into leisure-time activities.

3. They should learn to appreciate all living things - there should be no concept of "good" or "bad".

4. Students need to know that all living things are interdependent, that there can be no isolation of one from another, nor from their very specific habitats.

5. They need to learn that people have, and must accept, responsibilities to the natural world.

6. And children must learn their own importance - that they can help with conservation and with environmental problems.

These goals can be achieved

1. In the primary grades, children should learn by observation and should learn to determine what really is happening.

2. At the intermediate level, observation should include critical comparison and utilize simple techniques of measurement.

3. The junior high school student should progress to comparative measurement, sustained experiments, calculation of results and the beginnings of an evaluative process.

4. Thornton Burgess, beloved author of the "Peter Rabbit" series said, "In the study of nature lies the key to the most successful mental, moral and spiritual development of the child." 20

Summary

In summary, the advancement of wildlife rehabilitation has been due to an increase in awareness toward man's responsibility to the wildlife with which he shares the environment. Although not much literature has been written concerning the usage of wildlife rehabilitation as an educational tool,

many educators, some of which have been mentioned, have investigated using animals in the educational process. They believe that by using animals which can motivate and interest students, they can be used to promote humane actions toward wildlife and fellow human beings, as well as develop values leading toward future responsible decisions of man's interaction with the environment.

Design of Study

The Sample

To obtain a list of wildlife rehabilitation facilities with which to survey, thirty-three conservation and environmental organizations were sent a letter requesting information (see Appendix A). Of the twelve that responded only four were able to provide lists. These lists were used to compile a sample size of 69 facilities. Additions were made at a later date as other facilities were identified. However, not all could participate in the study since the additions arrived after the surveys were sent (see Appendix B). Since a complete list of facilities was not possible in this study's time restraint, those that participated in the study cannot be designated as a random sample.

The Survey

Since no example survey could be located, the thirteen questions were designed by the author. The survey was critiqued by other research students and the research advisor. On October 29, 1982, the revised survey and a cover letter (see Appendix C) were mailed to 69 facilities across the country. Reminders were mailed to all facilites who had not responded by November 12, 1982. The final date responses were accepted was December 3, 1982.

Method for Data Analysis

Since comparison between facilities and not between individual questions of the survey were desired, descriptive analysis was utilized. As responses were received, answers were tallied and percentages and frequencies calculated. The data was displayed in table and bar graph form.

Presentation and Analysis of Data

Of the original 69 surveys sent on October 29, 1982, two were returned due to improper address and two facilities wrote that they had misplaced their survey. Since their correspondence was received near the end of the study time, it was impossible to resend any survey. By the final day responses were accepted, 43 facilities had completed the survey and returned them. These respondants represent 62% of the total sample size.

The purpose of this study was to compare wildlife rehabilitation facilities in regard to funding, public served, utilization of a curriculum guide, program objectives and staffing. To better evaluate these items, each area will be addressed according to their related survey question(s).

1. Facilities operating wildlife rehabilitation programs.

Initially, it was necessary to determine if the facilities surveyed actually implemented a wildlife rehabilitation program. Three of the 43 respondents did not aid, therefore, are not included in the comparisons that follow.

2. Length programs have been in operation.

As is shown in Graph 1, 50% of the facilities have been in operation for the past 7 - 12 years. Since historically, there was a boost for wildlife concern in the late 1960's and early 1970's this high percentage is not surprising. It was mentioned in the Literature Review that as the concern for endangered and displaced wildlife grew, so also did the establishment of wildlife rehabilitation. It is also evident in the graph that this concern has not diminished even within this small sample size. However, to adequately

validate this correlation further research would have to be implemented.

3. Sources of funding

It was requested in the survey that an approximation be made for the percentage of funding used for each category. However, only 50% of the facilities responded in the appropriate manner. Therefore, only the frequency of responses could be used to generalize which category is the most widely used source of funding. Graph II varifies the authors hypothesis that gifts are the most used source of funds. Of the 36 facilities using gifts as some part of their budget, five responded using it as the only source of funding.

In comparison a very low proportion obtained some sort of tax money as a portion of their budget. Of the five facilities which responded using state tax money, four provided percentages. Three of the four had less than 10% of their budget represented by state funds and the other's budget was comprised of 80%.

On the original survey dues were not included as an option. However, ten facilities identified it as being a source and therefore, was separated into it's own category. Some of the other sources mentioned include grants, fund raising and adopt-an-animal programs.

4. Programs used as an educational tool.

Determination of facilities using wildlife rehabilitation as a teaching tool was vital before comparing facilities in regards to public served, usage of curriculum guide, goals and objectives and staff characteristics. Thirty-seven of the 40 facilities with rehabilitation programs utilize the program to teach the public.

5 - 6. Type and amount of public served.

All seven public categories are served by, at least, twenty of the facilities surveyed. Graph III portrays the frequency of responses for each category. Although adults were the most frequently responded, students from elementary to college level were just as frequent. The graph shows, however, that the overall public is addressed and not just one category favored. These results discredit the researchers hypothesis that wildlife rehabilitators educate mainly elementary grade groups.

Twelve respondents identified working with other groups such as senior citizens, civic and conservation groups and families. However, these responses were not frequent enough to be added to the graph.

When comparing the amount of public served a series of groups were observed for both month and year (see graph IV and V). There exists a definate separation between less than 300 people per month and more than 1000. This separation is also evident in Graph V, except that three divisions occur. There appears to be facilities which deal with either small amounts (less than 2,000/year), moderate amounts (between 5,000 and 25,000/year) and large amounts (greater than 35,000/year) of people. To explain this separation further research would have to be conducted.

7. Programs utilizing curriculum guides.

Although 37 facilities acknowledged using their rehabilitation program as a teaching tool, only nine facilities (24%) use some kind of curriculum guide. Although this finding discredits the researchers hypothesis for this issue, those nine facilities did show commonality in regards to content of the guides. For those that answered in the affirmative four

categories were identified as topics. These categories are provided in Table II along with the frequency of responses. Two of the four categories were believed to be important by the author and were stated in the hypothesis.

8. Program stated goals and objectives.

A complete reversal was found in regards to stated goals and objectives. Although only 9 facilities use a curriculum guide, 30 facilities answered yes to having stated objectives. Once again, main objective areas were identified and their frequency of occurrance recorded (see Table III).

It is evident in both the curriculum guides and the goals and objectives that the desire to educate the public of their role in wildlife care and to promote a greater appreciation and respect for other living things are the highest in program values.

9. Evaluation of goals and objectives.

When asked if these goals and objectives are evaluated, 29 facilities (78%) responded in the affirmative. Information regarding the most widely used evaluation scheme is presented in graph VI. The most frequently used means for determining if the goals and objectives are met is through informal comments from the audience. Interestingly, the program presenter's own personal judgment is used more often than evaluation by a peer. Some of the other evaluation techniques include letters of thanks from groups and volunteers from the audience to work in the program.

10-13. Staff characteristics: type, background, and public interaction.

Of the 37 respondants utilizing their wildlife rehabilitation program as an educational tool, 34 of them used volunteers as a part of their staff. Table IV provides both the frequency a certain category of staff are employed and the percentage. The high percentage of volunteers varifies the author's hypothesis that volunteers constitute the majority of staff in

TABLE II

Topic Areas of Curriculum Guides and Frequency Responded

1.	Biology of Animal includes behavior and role in the community	5
2.	Adaptation/Habitat requirements of wildlife	6
3.	Care and release of injured wildlife	11
4.	Ecosystem - includes energy flow, community, management	8

TABLE III

Goals and Objectives and Frequency Responded

1.	Legality of wildlife handling	3
2.	Role wildlife plays in total ecosystem	5
3.	Awareness of economic value of wildlife	4
4.	Promote greater appreciation and respect for wildlife	19
5.	Gain a better understanding of the environment	11
6.	Provide care to wildlife and the role of society	17
7.	Implement research and management programs for the survival of wildlife	2

TABLE IV

Category of staff working with wildlife = 37

Category	Frequency	Percentage
Volunteer	34	92
Paid (salary)	24	65
College Students	22	59
High School Students	14	38
Other (children/handicapped)	7	19

these programs. However, when evaluating the background of these volunteers, it is evident that over 70% have some type of work experience for the job they perform. (see Table V) This high percentage was not expected by the author.

Almost all of the facilities provide some type of training program for their staff. While over 50% provide workshop training, most supply on the job training. Table VI shows the frequency that training programs were marked.

Thirty-two facilities have their staff interacting with the public. Graph VII shows the two major jobs expected of the staff involve active participation. Both answering questions and providing demonstrations were most frequently checked by the respondants. As was expected, it can be concluded that the staff not only rehabilitates the wildlife, but also works closely with the public.

TABLE V

Personal Training for Work

Paid Staff Training	Percentage
Undergraduate	71
Graduate	50
Work Experience	88
None	0
Other	13
Volunteer Training	
Undergraduate	35
Graduate	27
Work Experience	71
None	21
Other	24
Student Training	
Undergraduate	50
Graduate	22
Work Experience	36
None	11
Other	19

TABLE VI

Training Programs Facilities Provide Staff T = 37

Training Program	Frequency	Percentage
On the job training sessions	32	87
Workshops	19	51
Other training sessions (conferences and courses)	7	19
No training sessions	1	3

Summary and Conclusions

Restatement of Problem

The initial purpose of this study was to identify outdoor education facilities which use wildlife rehabilitation as an educational tool. After compiling a list of possible facilities, it was next necessary to determine the similarities that exist between these programs concerning funding sources, type and amount of public served, usage of curriculum guides, statement of goals and objectives and staff characteristics.

Summary of Procedures

Thirty-three environmental and conservation organizations were contacted requesting information toward compiling a list of possible wildlife rehabilitation facilities. On October 29, 1982, 69 surveys were sent to those facilities identified by that date. Two weeks later, on November 12, 1982, reminders were mailed to the facilities which had not responded. From the initial 69, two were returned due to incomplete address and two facilities misplaced their surveys. A sample of the survey used and the cover letter are found in Appendix B. Basic descriptive analysis, such as calculation of percentages and construction of bar graphs to represent frequency of responses, was used to evaluate the data.

Principal Finds and Conclusions

The basic purpose of this study was to provide graphic similarities and differences between the facilities sampled. As is noted in the graphs and tables, many similarities exist across the country between those facilities which participated in the survey. Those major similarities and their relationship to the hypothesis are identified below.

1. Most programs have been in operation for more than seven years and, as expected by the author, use gifts as some portion of their budget. In fact, five facilities function exclusively on funding from gifts. Thirty-seven of the 43 respondants use their program to educate the public.

2. Over twenty facilities provide public service to all the categories listed. Although adults were the most frequently addressed, school groups between grade school and college were also highly marked. Therefore, the author's hypothesis that these types of facilities cater mostly to elementary grades cannot be totally discredited.

3. There was observed, distinct grouping in regards to amount of people per month and year. Populations between 500 and 1,000 a year were the most frequently recorded. Further research must be done, however, to explain the grouping.

4. Only nine (25%) of the facilities implement a curriculum guide. Whereas, 30 (86%) have stated goals and objectives. Similarities exist between the two though. Facilities show a desire to promote a greater appreciation and respect for wildlife, while educating society of their responsibility to provide care for these animals.

5. The most widely used evaluation scheme was that of informal comments from program participants and self-evaluation by the presenter.

6. The majority of the facilities utilized volunteers as both wildlife caretakers and educators. Approximately, 70% of the volunteers have some type of work experience to prepare them for work in wildlife rehabilitation. The most widely used training program was on the job training sessions. As was anticipated, the most frequent jobs required of the staff was answering questions and providing demonstrations.

It is evident through this study that many similarities exist between facilities when compared for funding sources, type of public served, goals and objectives and staff characteristics. Even though the complexity and operation size of the facilities may vary drastically, these similarities emphasize the facilities' recognition of the need to provide care for wildlife and public education to cease inhumane behavior toward living creatures. It was surprising however, to find how few wildlife rehabilitation programs have set curriculum guides to adequately educate the public and evaluate their role as a public servant. It may be that some facilities are on the threshold of developing such programs.

Recommendations for Further Study

One point of significance for this study is to provide a stepping stone for further investigation. Since no other studies could be located, additional research is recommended on a larger scale. Some areas of supplemental investigation could include the relationship between funding and staff, years in operation and number of people served; funding and types of educational programs offered and a more detailed study of goals and objectives.

When constructing another survey, it would be beneficial if the facilities could just check the goals and objectives they deem important in their program. This would be beneficial because it would cut down on availability in response. The same could be done for funding. Since half the respondants did not include percentages, a survey asking them to check, instead of list percentages may be a better way of getting the responses desired.

Due to the way the survey was designed, it is unknown to the researcher whether some of the facilities may be in the process of designing currirulum guides, but, have not implemented them. For this particular question, a further alternative should be provided.

Literature Cited

1. Peter S. Quinn, "Humane Education: A Forgotten Mandate", The Education Digest, XLIII, No. 1, (1977), p. 60.

2. Peter Steinhart, "To The Rescue," National Wildlife, 19, No. 2, (1981), P. 6.

3. Dr. Ronald R. Spink, A Wildlife Care Program for the State of Michigan, Michigan Wildlife Health Organization, Wildlife Care Center, P. 7.

4. Ibid, p. 10.

5. David E. LaHart and C. Richard Tillis, "Using Wildlife to Teach Environmental Values", The Journal of Environmental Education, 6, No. 1, (1974), p. 46.

6. Quinn, loc. cit.

7. Ibid, p. 61.

8. LaHart and Tillis, p. 45.

9. Jean M. Smith, Endangered Species: An Educator's Handbook, Tallahassee: Florida State Department of Education, 1978, p. 9.

10. William R. Hernbrode, Multidisciplinary Wildlife Teaching Activities, Washington, D. C.: National Institute of Education, 1978, p. 6.

11. Pinchas Tamir and Errat Sever, "Students' Attitudes Toward the use of Animals in Biology Teaching," American Biology Teacher, 42, no. 2, (1980), p. 103.

12. LaHart and Tillis, p. 47.

13. Robert W. Pearce, "Humane Education: A Curriculum Approach." Humane Education, Vol. 4, (1980), p. 18.

14. Tamir and Sever, p. 100.

15. Ibid, p. 109.

16. Ibid

17. Quinn, loc. cit.

18. Stephen J. Zipho, "Developing Environmental Ethics and Rational Value Judgement," Science and Children, 17, No. 6, (1980), p. 42.

19. Lou Huffman and Lou Ritrovato, Kids, Wildlife and Their Environment:

An Elementary Teacher's Guide to Wildlife Activities, U. S. Department of Health, Education and Welfare National Institute or Education, 1978, p. 11.

20. Hernbrode, p. 15.

Conservation and Environmental Organizations Contacted

** 1. Animal Protection Institute of America
Box 22505
Sacramento, CA 95822

2. Animal Rights Network, Inc.
Box 5234
Westport, CT 06880

3. Association for Environmental and Outdoor Education
915 West Dunne Ave.
Morgan Hill, CA 95037

* 4. Carnivore Research Institute
Box 345
Havana, IL 62655

5. Center for Action on Endangered Species, Inc.
175 West Main St.
Ayer, MA 01432

* 6. Center for Environmental Education
1725 K. St., N. W., Suite 206
Washington, D. C. 20006

* 7. The Conservation Foundation
1250 Connecticut Ave., N. W.
Washington, D.C. 20036

8. Dembar Educational Reserarch SErvice
Box 1148
Madison, WI 53701

** 9. Dr. Gary Duke
College of Medicine
Dept. of Veterinary Biology
University of Minnesota
St. Paul, MN 55108

* 10. Educational Facilities Labs, Inc.
850 Third Ave.
New York, N. Y. 10022

11. Elsa Wild Animal Appeal and Elsa Clubs of America
Box 4572
North Hollywood, CA 91607

12. Environmental Defense Fund
1525 18th St., N. W.
Washington, D. C. 20006

**13. ERIC Information Analysis Center for Science, Math and Environmental Education
The Ohio State University
College of Education and School of Natural Resources
1200 Chambers Rd.
Columbus, Ohio 43212

**14. Forest Preserve District of Dupage County
Box 2339
Glen Ellyn, IL 60137

**15. Dr. Murray Fowler,
Dept. of Medicine
School of Veterinary Medicine
University of California, Davis
Davis, CA

16. Friends of the Earth
530 7th St., S. T.
Washington, D.C. 20003

17. Roger Gustafson
7600 Appleton Rd.
Belvidere, IL 61008

**18. Humane Society of the U. S.
2100 L. St., N. W.
Washington, D.C. 20037

19. International Fund for Animal Welfare
Box 193, 169 Main St.
Yarmouth Port, MA 02675

20. National Audubon Society
950 Third Ave.
New York, NY 10022

*21. National Education Association
1201 16th St., N. W.
Washington, D.C. 20036

**22. National Recreation & Park Assoc.
1601 N. Kent St.
Arlington, VA 22209

23. National Wildlife Federation
1412 16th St., N. W.
Washington, D.C. 20036

24. The Nature Conservancy
1800 North Kent St.
Arlington, VA 22209

25. Robert/Besie Welder Wildlife Foundation
Box 1400
Sinton, TX 78387

*26. Sierra Club
1050 Mills Tower
San Francisco, CA 94104

*27. Smithsonian Science Information Exchange, Inc.
1730 M. St., N. W.
Washington, D. C. 20036

28. U. S. Fish and Wildlife Service
Environmental-Public Affairs
Department of the Interior
C. St., between 18th & 19th N. W.
Washington, D. C. 20240

29. U. S. National Park Service
Department of the Interior
C. St., between 18th & 19th N. W.
Washington, D. C. 20240

30. Wildlife Management Institute
1000 Vermont Ave., N. W., Rm. 709
Wine Building
Washington, D. C. 20005

**31. Wildlife Rehabilitation Council
Box 3007
Walnut Creek, CA 94598

32. Wildlife Society
7101 Wisconsin Ave., #611
Washington, D. C. 20014

**33. World Wildlife Fund
1601 Connecticut Ave., N. W.
Suite 500
Washington, D. C. 20009

---

* Returned due to wrong address or nonfunctional any longer

** Provided list of facilities, related literature or other agency to contact

APPENDIX A

Judy Miller
P.O. Box 299
Oregon, Il 61061
September 24, 1982

Dear sir:

As a student working toward a Master of Science in Outdoor Education, I am researching those educational facilities which implement animal rehabilitation as an educational instrument. I propose to make a list of those facilities and study their educational organization. Because of your concern with the welfare of wildlife, I am requesting any information regarding this issue and its related literature that you may provide. Any information about such facilities and their organization would be greatly appreciated.

Since this research project is under a strict schedule, I would be grateful if you could respond before October 10, 1982. I thank you for your time and assistance.

Sincerely,

Judy Miller

APPENDIX B

Wildlife Rehabilitation Centers

1. Adobe Animal Hospital
396 First St.
Los Altos, CA 94022

*2. Alexander Lindsay Junior Museum
C/o Bill Stone
1901 First Ave.
Walnut Creek, CA 94592

3. Amador Co. W/L Care
Box 362
Jackson, CA 95642

*4. Amistad Wildlife Reserve Center
c/o Barry West
119 Edwards
Del Rio, Texas 78840

*5. Armand Bayou Park & Nature Ctr.
Box 58828
Houston, TX 77058

*6. Audubon River Trail Nature Ctr.
c/o Tim Merriman
5200 West 11th St.
Pueblo, Colorado 81003

*7. Audubon Wildlife Rehabilitation
5181 N. W. Cornell Rd.
Portland, OR 97210

*8. Austin Nature Center
c/o Jack Lyons
401 Deep Eddy
Austin, TX 78703

*9. Avian Rehabilitation Center
c/o Mark and Martha Porkas
Brigantine National Wildlife Refuge
Brigantine, NJ

10. Avian Rehabilitation Center
Box 323
Marmora, N.J. 08223

11. Bay Beach Wildlife Sanct.
Green Bay Park & Rec. Dept.
100 N. Jefferson St.
Green Bay, WI 54301

*12. Bidwell Nature Center/Bidwell
Wildlife Rehabilitation Center
Box 4005
Chico, CA 95927

*13. Big Cypress Nature Center
c/o Ms. J. Wasserman
1450 Merrihue Dr.
Naples, FL 33942

14. Bird Rehabilitation Project
6580 LaCumbre Rd.
Somis, CA 93055

15. Bird Rescue, Inc.
200 E. 11th St.
Weslaco, TX 78596

*16. Blue Hills Trailside Museum
c/o Ralph H. Lutts
1904 Lanton Avenue
Milton, MA 02186

17. Brukner Nature Center
5995 Horseshoe Bend Rd.
Troy, Ohio 45373

*18. California Conservation Corp.
Placer Fire Center
3710 Christian Valley Rd.
Auburn, CA 95603

19. California Conservation Corp
c/o Linda A. Potts
Box 645
Montague, CA 96064

*20. Carolina Raptor Rehabilitation &
Research Center
c/o Dr. Richard Brown
Dept. of Biology, UNCC
Charlotte, N.C. 28223

21. Chesapeake Bird Sanctuary
10305 King Richard Place
Upper Marlboro, MD 20772

22. Clearbrook W/L Center
Star Box 333, St. 32N
Cairo, NY 12413

*23. Cleveland Museum of Natural History
c/o Harvey Webster
Wade Oval
Cleveland, OH 44106

24. C.M.M.C.
Marin Headlands
Fort Cronkhite
Sausalito, CA 94968

25. Colorado Wildlife Rescue
Box 105
Sedalia, CO 80135

26. Como Zoo Docent Assoc.
1621 Niles Ave.
St. Paul, MN 55103

27. Connecticut Audubon Society
2325 Burr St.
Fairfield, CT 06430

28. Cottage Vet. Hospital
1590 Boulevard Way
Walnut Creek, CA 94595

*29. Coyote Point Museum
Coyote Point Drive
San Mateo, CA 94401

30. G.R.O.W., Inc.
Box 150
Sanibel, FL 33957

31. Davis Wildlife Care
Box 676
Davis, CA 95616

*32. Endangered & Nongame Species Proj.
c/o Joann Fries
Div. of Fish, Game & Wildlife, CN400
Trenton, NJ 08625

*33. EOS Bird Rehabilitation Inc.
3306 W. Golfcourse Road
Midland, TX 79703

*34. Erie Wildlife Rescue
Box 252
Amherstburg, Ontario, Canada
N9U 2Z4

35. Essex Co. SPCA
1375 Provincial Rd.
Windsor, Ontario
Canada N9A 6J3

36. Evergreen W/L Conservation
23946 Sunset, Echo Lake
Lake Zurich, IL 60047

37. FACT
c/o Dr. Ted Murray
Cal State College
Bakersfield, CA 93309

38. Felicidades W/L Foundation
Box 490
Waynesville, NC 28786

*39. Florida Wildlife Sanctuary
2600 Otter Creek Lane
Melbourne, FL 32935

*40. Franklin Park Zoo
Dorchester, MA 02121

*41. Fresno Wildlife Rescue
Box 9032
Fresno, CA 93790

*42. Glen Helen Outdoor Education Center
c/o Joan Horn
Antioch College
1075 Rt. 343
Yellow Springs, OH 45387

43. Greenburg Nature Center
Promore Rd.
Scarsdale, NY 10583

44. Hanover Green Vet. Clinic
1123 Hanover Green Dr.
Mechanicsville, VA 23111

45. Hawaiian SPCA
2700 Waalae Ave.
Honolulu, HA 96826

*46. Hawk and Owl Clinic
Goddard College
c/o Dr. Robert Jervis
Plainfield, VT 05667

*47. Hawk Hideaway-Rehabilitation Lab
c/o Mary Forness
3086 Haskell Rd., R. D. #2
Cuba, NY 14727

48. H.S.I.C.U.
Wildlife Dept.
3001 Ross Ave., Rm. 15
Jan Jose, CA 95124

*49. Hueston Woods Nature Center
c/o John Means
Huestonwoods State Park, Rt. #1
College Corner, OH 45003

*50. Humane Society of Marin
171 Bel Marin Keys Blvd.
Novato, CA 94947

51. Humane Society of Rochester and
Monroe Co.
99 Victor Road
Fairport, NY 14450

*52. Humbolt Wildlife Care Center
c/o Rose Carrillo
Box 4141
Arcata, CA 95521

*53. IBRRC Aquatic Park
c/o Alice M. Berkner
Bay Street
Barkeley, CA 94710

54. Indianapolis Humane Society
7929 N. Michigan Rd.
Indianapolis, IN 46268

*55. Kalamazoo Nature Center
7000 North Westnedge Ave.
Kalamazoo, MI 49007

*56. Lakeside Nature Center
5600 E. Gregory - Swope Park
Kansas City, MO 64132

57. Lake Tahoe W/L Care, Inc.
P. O. Box 10557
So. Lake Tahoe, CA 95731

*58. Lifeline for Wildlife
c/o Betsy Lewis
104 Ulster Heights Road
Ellenville, NY 12428

*59. Living Desert Reserve
47-900 Portola
Palm Desert, CA 92260

60. Lower Mainland
Wildlife Reserve
4519 Piper Ave.
Burnaby, BC
Canada USA 3R4

61. Madera W/L Center
19788 Ave. 18½
Madera, CA 93637

*62. Marin Wildlife Center
76 Abert Park Lane
San Rafael, CA 94902

*63. Marine World, Africa USA
Raptor Research Center
Marine World Parkway
Redwood City, CA 94065

*64. McHenry County Conservation Dist.
c/o Sally Joosten
6512 Harts Rd.
Ringwood, IL 60072

65. The MEWS
Box 188
Cox Rd.
Portland, CT 06480

66. Middletown Raptor Rescue
Box 1132
20748 Jerusalem Road
Middletown, CA 95461

67. Native Animal Rescue
2200 Seventh Ave.
Santa Cruz, CA 95073

68. North Carolina Musium of Life/Science
c/o John Roxby
433 Murray Ave.
Durham, N. C. 27704

*69. North County Wildlife Reserve and Treatment Society, Inc.
132734 Sagewood Dr.
Poway, CA 92064

*70. Northfield Mountain Pump Storage Visitor's Center
R. R. #1, Box 377
Northfield, MA 01360

*71. North Jersey Raptor Care Center
c/o John Gumbs
Box 738A, Rd. #2
Andover, NJ 07821

72. North Jersey Raptor Assoc.
102 Highview Terrace
Hackettstown, NJ 07840

*73. Northwoods Wildlife Center
Hwy. 70 West
Minocqua, WI 54548

74. O.A.C.F.
4643 S. Main St.
South Bend, IN 46614

75. P.A.W.S.
Rd. #1, Hainesport-Mt. Laurel Rd.
Mt. Maurel, NJ 08054

* 76. Peninsula Humane Society Wildlife Dept.
12 Airport Blvd.
San Mateo, CA 94401

77. Peninsula Nature Center
524 J. Clyde Morris Blvd.
Newport News, VA 23601

78. Phoenix Bird Rehabilitation Ctr.
1821 Kenwood
Arlington, TX 76013

*79. Project Wildlife
c/o Meryl Faulkro
764 Glen Oaks Dr.
Alpine, CA 92001

*80. Project Wildlife of Inyo-Mono
Box 447
June Lake, CA 93529

*81. Raptor Center
Florida Audubon Society
Maitland, FL 32751

82. Raptor, Inc.
2073 Harrison Ave.
Cincinnati, OH 45214

*83. The Raptor Trust
c/o Len Soucy
White Bridge Rd.
Millington, NJ 07946

84. Rombout Vet Clinic
Ackert Hock Rd.
Staatsburg, NY 12580

85. Salmonier Nature Park
Box 190
Holyrod, NewFoundland
Canada A0A 2R0

86. San Benito Co. SPCA
Box 1074
Hollister, CA 95023

*87. San Diego Wild Animal Park
Rt. 1, Box 725-E
Escondido, CA 92024

88. San Francisco SPCA
2500 16th St.
San Francisco, CA 94103

*89. San Joaquin Raptor Research Ctr.
Box 778
Merced, CA 95340

*90. James G. Sikarski D.V.M. MS
102 B. Veterinary Clinic Ctr.
E. Lansing, Michigan 48824

91. Siskiyou Raptor Rehabilitation
1739 Highland Dr.
Mt. Shasta, CA 96067

92. Sonoma Wildlife Rehabilitation
Box 547
Cotati, CA 94928

*93. Squam Lake Science Center
c/o Dave Erler
Box 146
Holderness, NH 03245

*94. Sulphur Creek Nature Center
1801 D. St.
Hayward, CA 94543

*95. Suncoast Seabird Sanctuary
c/o Ralph T. Heath, Jr.
18323 Sunset Blvd.
Reddington Shores, FL 33708

96. Texas Wildlife Rehabilitation
Coalition
108 Glenwood
Houston, TX 77007

97. T.J.'s W/L Center
Box 6243
Kent, WA 98031

98. Tookie Manor Aviary
Rt. 1, Box 60
La Honda, CA 94020

99. Toronto SPCA
11 River St.
Toronto, Ontario
Canada M5A 4C2

100. Treehouse Wildlife Center
R. #1, Box 123E
Brighton, IL 62012

101. Trevor Teaching Zoo
Millbrook School
Millbrook, NY 12545

102. Trinity Wildlife Center
Box 1597
Weaverville, CA 96093

103. Tri-State Bird Rescue
Delaware Audubon Society
Box 1713
Wilmington, DE 19899

*104. University of California,
Santa Cruz
Predatory Birds Research Group
231 Clark Kerr Hall
Santa Cruz, CA 95003

*105. University of California,
San Diego
Animal Resources, M-014
LaJolla, Ca 92093

106. Warrick Wildlife Rehabilitation
8270 Hwy. 66
Newburg, IN 47630

107. Washington Crossing Nature Ctr.
R. #2, Box 365
Titusville, NJ 08650

108. Whidbey Island Wild Animal Clinic
2416 E. Goodell Rd.
Langeley, WA 98260

*109. Wild Animal Clinic
Box 24847
Seattle, WA

110. Wild Bird Rehabilitation
Box 4327
Audubon Park Zoo
New Orleans, LA 70178

111. Wilderness Research Rehabilitation
5004 S. Hamlin Gulch
Fort Jones, CA 96032

*102. Wildlife ARC
c/o Nancy Frank
4151 North Humboldt Ave.
Milwaukee, WI 53212

*113. Wildlife Care Association
Box 303
Fair Oaks, CA 95628

114. Wildlife Care Association
3615 Auburn Rd.
Sacramento, CA 95821

*115. Wildlife Health Resources Center
School of Veterinary Medicine
Tufts University
550 Boston Ave.
Medford, MA 02155

*116. The Wildlife Recovery Assoc.
601 Walnut
Midland, MI 48640

*117. Wildlife Rehabilitation Fund
c/o Gisela Karlan
3 Afterglow Way
Lake Valitalla, NJ 07042

*118. Wildlife Rehabilitation Service, Inc.
c/o Jan White
524 Delaware St.
Fairfield, CA 94533

*119. Wildlife Rescue Center
739 Haw-Thicket Lane
Des Peres, MO 63131

120. Wildlife Rescue Center
147 Grand
Kirkwood, MO 63122

*121. Wildlife Rescue, Inc.
c/o Michelle Green
4037 El Camino Way
Palo Alto, CA 94306

122. Wildlife Rescue, Inc. of
New Mexico
11200 Menaul Blvd., N. E.
Albuguerque, NM 87112

123. Wildlife Rescue Service
Box 7633
Birmingham, AL 35253

*124. Wildlife Rescue Team
Rt. #1, Box 82A
Walton, NE 68461

*125. Wildlife Way Station
14831 Little Tujunga Canyon
San Fernando, CA 91342

*126. Willowbrook W/L Haven
c/o Carl Strong
525 S. Park Blvd.
Glen Ellyn, IL 60137

*127. Worcester Science Center
222 Harrington Way
Worcester, MA 01604

*128. Youth Science Institute
c/o Dr. Johnson
16260 Alum Rock Ave.
San Jose, CA 95127

*129. Zoological Society of Buffalo
Delaware Park
Buffalo, NY 14214

---

* Constituted studies sample size

APPENDIX C

Judy Miller
Lorado Taft Field Campus
Box 299
Oregon, IL 61061

October 29, 1982

Dear Sir:

The preservation of wildlife through caring for injured and abandoned animals has grown considerably. As a result, many nature facilities have included wildlife rehabilitation in their programming. As an outdoor educator, I am interested in the usage of rehabilitation as a means of educating the public regarding wildlife conservation.

Your facility has been selected as part of my study from a list compiled from organizations throughout the United States. The survey should help determine similarities and differences existing in wildlife rehabilitation programs. This determination should help to establish the current status of such programs.

Your prompt response to the survey will be greatly appreciated. If you are interested in receiving a summary of the report, please indicate this in the survey.

Sincerely,

Judy Miller

WILDLIFE REHABILITATION AND EDUCATION SURVEY

Your assistance in this study is vital and greatly appreciated. After completing the survey, please return it in the self-addressed envelope.

1. Does your facility operate a wildlife rehabilitation program?

   _____ Yes _____ No

   If not, has it in the past? _____ Yes _____ No

   If not, please kindly return the questionnaire unfinished.

2. How long has the program been in operation? _____

3. From what sources do the funds for your program come? Please estimate the percentage in each category.

   _____ Fees
   _____ Local tax dollars
   _____ State tax dollars
   _____ Federal tax dollars
   _____ Gifts
   _____ Other (please specify)

4. Is the program used as an educational tool for the public?

   _____ Yes _____ No

   If not, are there plans for a program in the future?

   _____ Yes _____ No

   If not, please return the incomplete survey.

5. What type of public is reached through this educational tool? Please check those groups reached.

   ____ Preschool
   ____ Elementary
   ____ Junior High
   ____ High School
   ____ College students
   ____ Adults
   ____ Handicapped
   ____ Other (please specify)

6. Approximately how many people are exposed to the wildlife rehabilitation educational program?

   _____ Per month _____ Per year

7. Does the educational program utilize a curriculum guide?

   _____ Yes _____ No

   If yes, it would be helpful if a copy could accompany the survey. If a copy cannot be sent, please briefly outline the curriculum. (Please use the reverse side of this paper if needed.)

8. Are there stated goals and objectives the program strives to meet?

   _____ Yes _____ No

   If yes, please briefly state them, or send a list with the survey.

9. Do you determine whether the goals and objectives have been met?

_____ Yes _____ No

If yes, how has the program been evaluated?

_____ Judgement of program presenter
_____ Informal comments from audience
_____ Paper survey completed by audience
_____ Judgement of observing peer
_____ Test-based material presented
_____ Outside evaluators assessing program
_____ Other (please specify)

10. What category of people work with the animals?

_____ Paid staff
_____ Volunteers (Adult)
_____ High school students
_____ College students
_____ Other (Please specify)

11. What type of training has the personnel had for this work? Please specify.

PAID STAFF	VOLUNTEERS	STUDENT
_____ Undergraduate	_____ Undergraduate	_____ Undergratuate
_____ Graduate	_____ Graduate	_____ Graduate
_____ Work Experience	_____ Work Experience	_____ Work Experience
_____ None	_____ None	_____ None
_____ Other	_____ Other	_____ Other

12. What type of training do you provide for them?

_____ Workshops
_____ Training program
_____ None
_____ Other

13. Do they work with the public? _____ Yes _____ No

If yes, in what capacity?

_____ Lecture/demonstrations
_____ Answer questions
_____ Brochure
_____ Other (please specify)
_____ Television
_____ Newspaper articles
_____ Newsletter

14. If you are interested in receiving a summary of this study, please indicate by including your address below.

ADDRESS _____

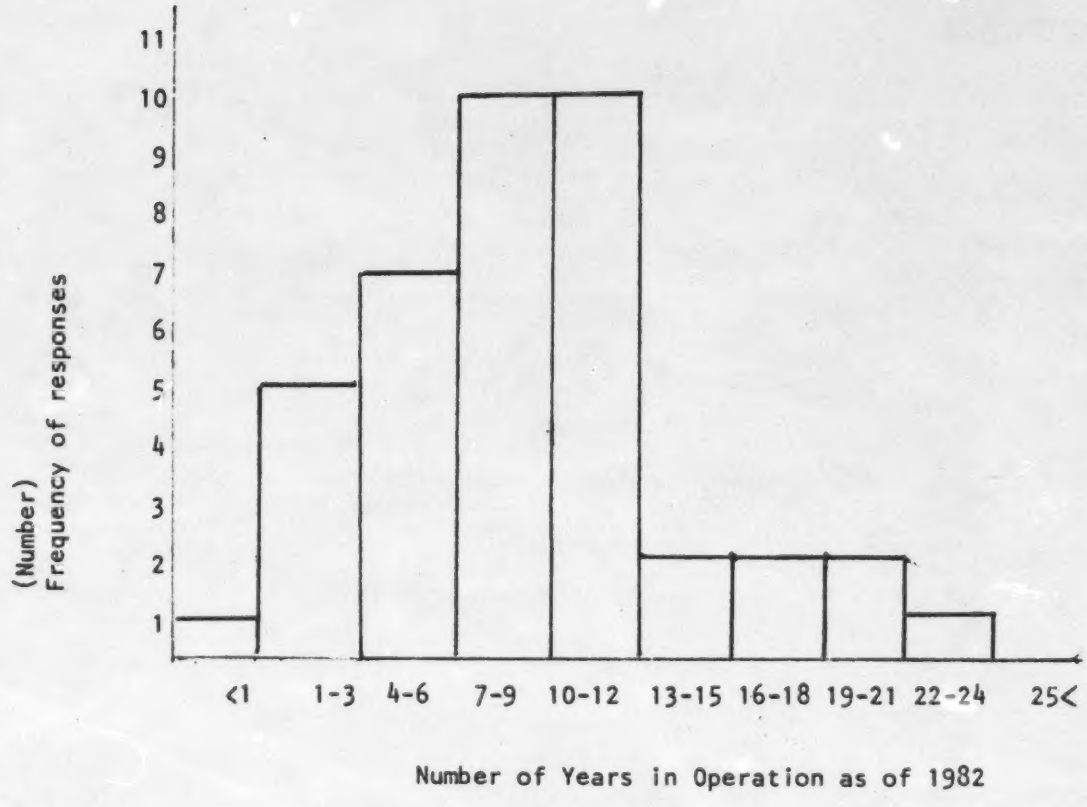
_____

_____

Please return to: Judy Miller, Lorado Taft Field Campus
P. O. Box 299
Oregon, IL 61061

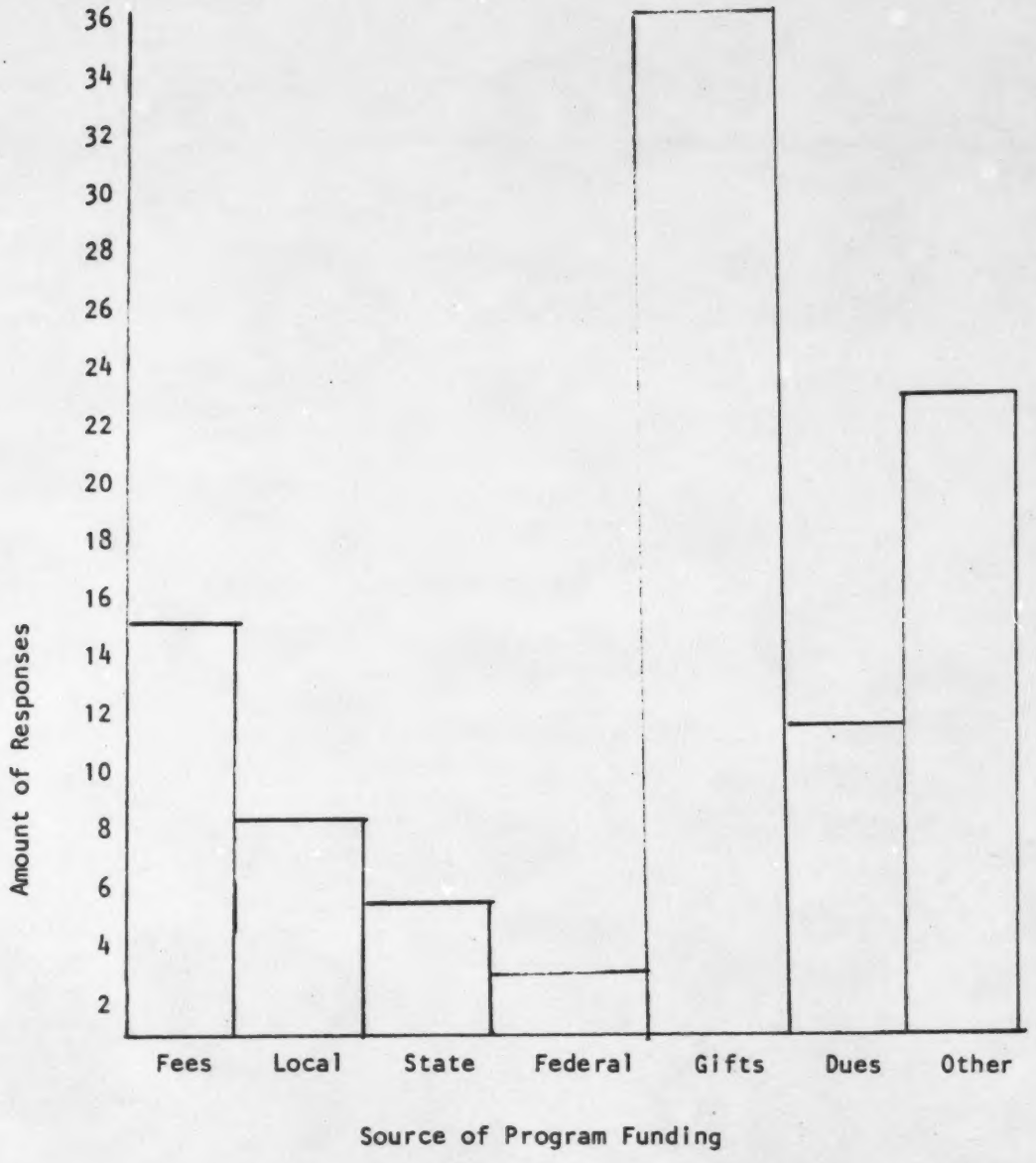
GRAPH #1

Years Programs have been in operation



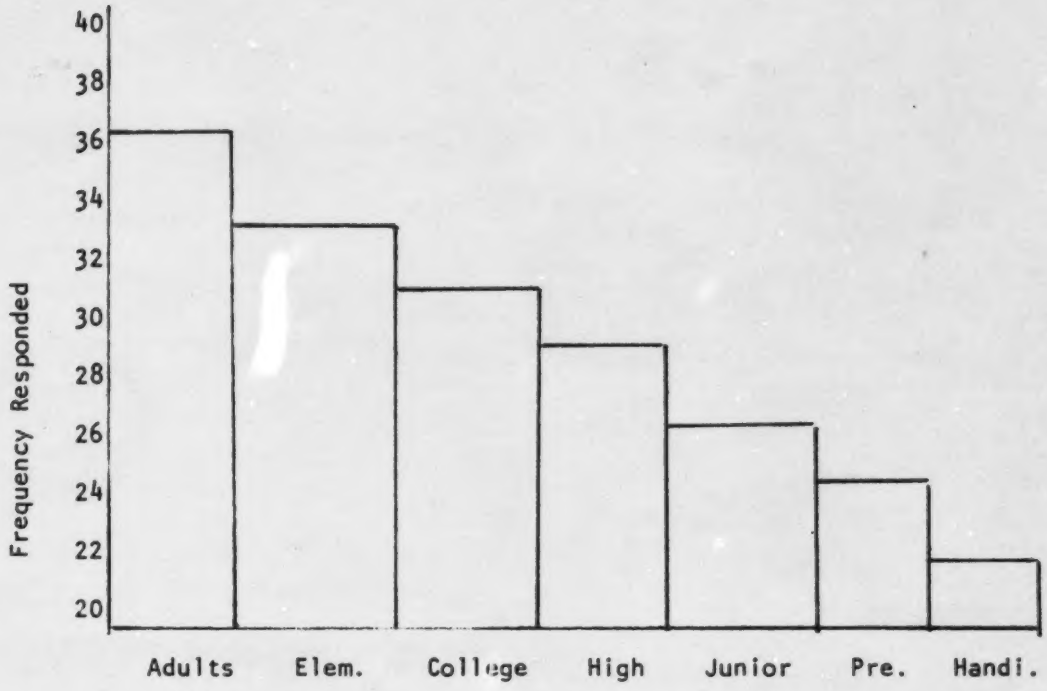
GRAPH II

Wildlife Rehabilitation Program Funding Sources



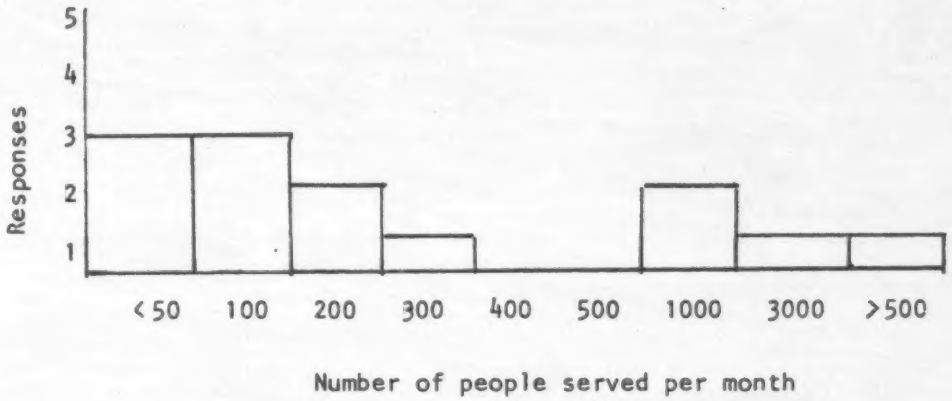
GRAPH III

Frequency of Populations Served



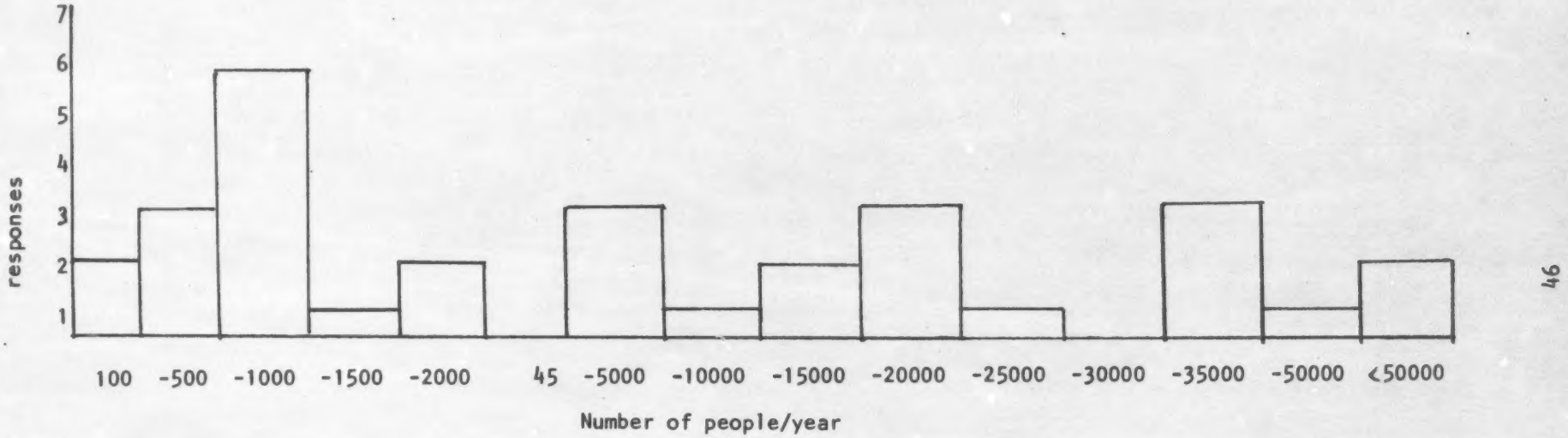
GRAPH IV

Public Categories



GRAPH V

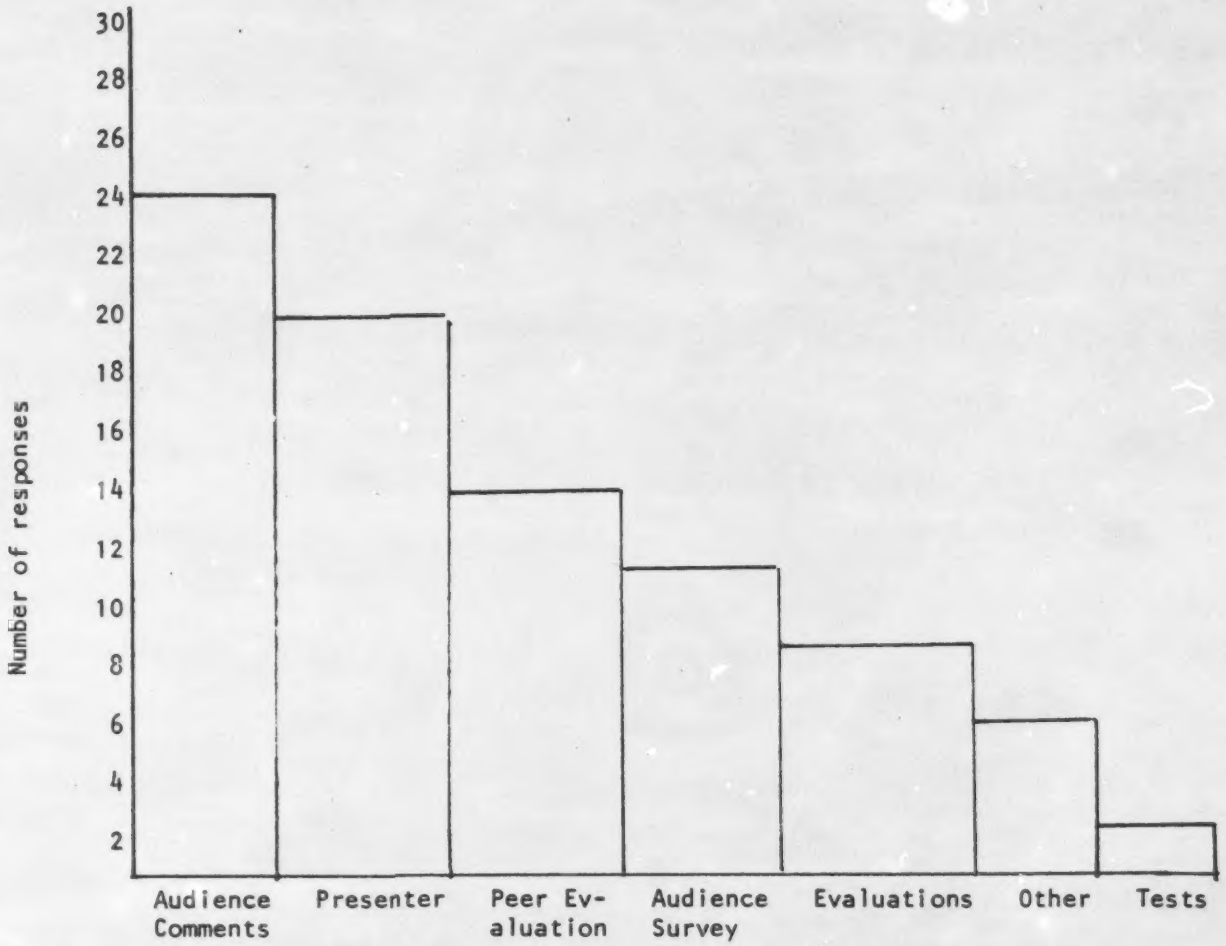
Public Categories



46

GRAPH VI

Evaluation Process for Goals and Objectives



GRAPH VII

Facilities Utilizing staff-public interactions T = 32 (86%)